In Guiding Question #2, you’ve indicated by checking a system characteristic that “*All classroom teachers (DO) design standards aligned differentiated instruction* *that reflects challenging learning expectations for all students*.”

In Guiding Question #4, you’ve indicated by *not* checking a system characteristic that the only reason for the single identified systemic challenge in your school’s plan is that “*Diagnostic assessments are (NOT) used to target appropriate interventions for students academically at risk*.”

In the Action Plan developed to address establishing “*a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness*,” the strategy selected to address this challenge is Differentiated Instruction.

Unfortunately, the plan verifies the fact (under GQ #2) that *differentiated instruction is currently practiced by all teachers* (differentiated instruction is verified as *not* being a deficiency), and neither the strategy nor the action step addresses the one system characteristic that *is* identified as deficient (under GQ #4):*diagnostic assessments used to target interventions*.

In other words, it does not appear the Action Plan addresses what is identified in the plan as the single systemic deficiency in your school.

There is one other factor that needs improvement. Many users are showing this same need, which represents an insufficiency in our training related to the development of Action Plans. The action steps for an Action Plan should comprise a management tool that outlines an implementation plan. Implementing differentiated instruction would require many more than the one action step listed in the plan. For example, using the following excerpt from the Indicators of Implementation section of the one Action Step in your plan…

*Professional staff will participate in professional development by attending training sessions taught by instructors from the Intermediate Unit for Delaware County. The professional staff will share through Professional Learning Communities their knowledge and strategies. Administrators will learn through training sessions how to evaluate instructional effectiveness based on HEAT (higher order thinking, engaged student learning, authentic learning, and technology), and will share data from HEAT walkthroughs with teachers.*

…the following action steps would seem reasonable for full implementation of the strategy:

1.       Professional Development provided by DCIU (technically, each session could be one Action Step)

2.       Administrative establishment of PLCs and corresponding protocols

3.       (If not already set up for other initiatives) Professional development  regarding PLC functioning

4.       Implementation of PLCs

5.       Professional development for administrators in how to implement HEAT

6.       Administrative establishment of HEAT-related walkthrough schedules and protocols

7.       Professional development for teachers regarding what administrators will be looking for during HEAT-related walkthroughs

8.       Administrative data analysis

9.       Data sharing by administrators with teachers

10.   Periodic and summary reporting to district regarding implementation progress.